U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. Gus Benakis

Official School Name: Harrison H. Schmitt Elementary

School Mailing Address:
2810 N Swan
Silver City, NM 88061

County: Silver State School Code Number*: 231711157

Telephone: (575) 956-2170 Fax: (575) 956-2182

Web site/URL: www.silverschools.org E-mail: gbenakis@silver.k12.nm.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Dick Pool

District Name: Silver Consolidated Schools Tel: (575) 956-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Barry Remmel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

5	Elementary schools
1	Middle schools
	Junior high schools
3	High schools
	Other
9	**TOTAL**

2. District Per Pupil Expenditure: 7370

   Average State Per Pupil Expenditure: 7109

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

4. 4 Number of years the principal has been in her/his position at this school.

   ___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	5	4	9	**7**			0
K	48	39	87	**8**			0
1	49	51	100	**9**			0
2	49	40	89	**10**			0
3	40	41	81	**11**			0
4	42	46	88	**12**			0
5	42	47	89	**Other**			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					543

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
1	% Asian
1	% Black or African American
56	% Hispanic or Latino
	% Native Hawaiian or Other Pacific Islander
41	% White
	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	14
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1.	543
(5)	Total transferred students in row (3) divided by total students in row (4).	0.046
(6)	Amount in row (5) multiplied by 100.	4.604

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 24

Number of languages represented: 1
Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 63 %

Total number students who qualify: 342

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %

Total Number of Students Served: 49

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	6	Other Health Impaired
0	Deaf-Blindness	7	Specific Learning Disability
1	Emotional Disturbance	16	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
2	Mental Retardation	2	Visual Impairment Including Blindness
1	Multiple Disabilities	11	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	30	0
Special resource teachers/specialists	4	0
Paraprofessionals	11	0
Support staff	12	0
Total number	58	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **18 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	94%	94%	95%	98%	97%
Daily teacher attendance	94%	94%	95%	94%	96%
Teacher turnover rate	9%	6%	0%	0%	34%

Please provide all explanations below.

Data entry error- Secretary entered students that were no shows as present and dropped them at 10 days, creating a data entry error. This has since been corrected for the 2008-2009 school year.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Harrison Schmitt, the former Apollo 17 astronaut, has maintained a commitment to excellence through the many endeavors in his life. At Harrison Schmitt Elementary we have tried to emulate that same level of commitment regarding the education of children. Our mission and vision are short and concise and displayed in our front lobby. The sign reads, "ALL STUDENTS CAN AND WILL LEARN." This statement encompasses many intangibles that are meshed together, and are the driving force of our academic success. We are proud to follow our namesake's example for achievement and reach for the stars.

The foundation of our success over the last four years has been the strength of our school community, commonly referred to as the stakeholders. Harrison Schmitt Elementary has a caring atmosphere nurturing each child that walks through its doors. There is a traditional working class value system that is ingrained in our school's culture. We have families, teachers and staff, spanning three generations involved in our school's educational process. Our school has become a learning community over the last four years through increased parent communication relating to all facets of the child's journey through our school.

Harrison Schmitt Elementary is committed to being involved at many levels in community service projects. Our staff's willingness to be a community partner adds to our special "school culture". The Character Counts program exposes our students to the selfless giving of themselves to others. The program provides lessons through the character pillar of citizenship, which provides foundation for our schools many service projects.

We have approached the accountability demands much like the working class families we serve, by not making excuses and not accepting a lack of achievement. Four years ago, we realized that changes in academic accountability were going to be a permanent requirement, and that our teachers had to recommit themselves to implementing different instructional methods to address reading and math. A recommitment was critical to our student's progress and the assessment of their growth.

In four years we have increased our math proficiency levels 108%, our reading proficiency levels 23%, and we have never declined. Our school ranks in the top 10% of all elementary schools in the State of New Mexico in both areas, and has experienced consistent growth in all content areas and at each grade level. The true strength of our school is the passion the staff has to do what is right for our students. As the children are greeted each morning, there is a renewed enthusiasm for their success. For all of our staff, educating these children is a labor of love and we want them to enjoy to coming to school. The diversity in teaching styles is a vital aspect that provides our parents the ability to choose a teacher that suits the needs of their child.

The Blue Ribbon nomination is a tremendous honor. If we were to receive the award for 2009, we would be humbly grateful. Our greatest reward however, is the one we see every morning-our children, and the successes they have as students of Harrison Schmitt Elementary. We will continue to provide a first rate education and strive for excellence. Our children's academic success is paramount. The qualities, achievements, and work ethic of teachers, staff and students that have allowed us to be nominated, are the same attributes that will continue regardless of being selected for this award or not. Our work ethic is the validation that makes us worthy of being a Blue Ribbon school and will be the reason we will continue to achieve every year.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In 2004, New Mexico children were assessed using the Iowa Test of Basic Skills, a national norm referenced test. At that time, the New Mexico State Department of Educations began work on putting into place a criterion-referenced test to address the requirements of NCLB. The 2005 school year became the baseline for CRT testing in our state. An accurate comparison of data for the transitions years is not possible, in view of the fact that we would be comparing two different tests.

The state contracted the Harcourt-Brace Publishing Company to develop the test, based on the NM standards and benchmarks. The New Mexico Standard Based Assessment was put into place, and measures progress in reading and math. The resulting data allows us to track a four-year trend in test scores and student growth through proficiency rates in math and reading. Our students also take a writing test and a science test, which are scored but not considered for Adequate Yearly Progress.

In Reading, from 2005 to the 2008, we posted a 23% increase in proficiency for all students. In 2005, our students scored 62.44% proficient, Caucasian students at 72.22%, and Hispanic students at 55.56%. In 2006, those numbers improved with 66.05% for all students: Caucasian 75.53% and Hispanic 58.62%. In 2007, our progress continued, all students were at 72.38%: Caucasian 82.76% and Hispanic 64.71%. Our scores continued to show increases in 2008 with 76.8% of our students scoring proficient: with Caucasian at 84.3% and Hispanic at 72.7%. Over this four-year period "all students" proficiency in Reading increased 23%. The Caucasian score increased 16.7% and the Hispanic percent proficiency was 30.8%. The Hispanic Reading score is significant because along with showing overall academic growth, the Hispanic group showed the biggest gains over this time period. In 2005, the difference between Caucasian and Hispanic Reading scores was 16.66 percentage points with the Caucasian score higher. In 2008, the difference had shrunk to 11.6 percentage points. Closing the achievement gap has been a yearly goal, and we are encouraged by the aforementioned results. It must also be noted that during this time, our scores were above the state's average in both these subgroups and the "all students" score. With consideration to the fact that the school's baseline scores were on the high end of the scale and well above the state average, our achievement increases are significant.

Harrison Schmitt's math scores in 2005 were dismal; although we were above the state average we were well below 50% proficiency. That year, we made a commitment to dig ourselves out from the hole we were in. As a group we decided our low math scores were unacceptable, and we would take the action necessary to help our students reach their potential.

Our commitment paid off. In 2005, our "all students" score in Math was only 31.22% proficient. In 2008, our "all students" proficiency in Math had jumped to 65%, a 108% increase over four years. In 2005, Caucasian Math was 41.1% proficient. In 2008, Caucasian Math was 74.47%, an 81.1% increase. In 2005, Hispanic Math was 23.81%. In 2008, Hispanic Math was 59.9% proficient, a 151.6% increase! As in Reading, it was our goal to close the achievement gap in math proficiency. In 2005, the difference between Caucasian and Hispanic Math was 17.3 percentage points. In 2008, the difference was 14.6 percentage points. We continue our work in closing the achievement gap between Caucasian and Hispanic students. Although we have always scored above the state average in all content areas, we have made a commitment to the continued success of the students attending Harrison Schmitt Elementary.

2. **Using Assessment Results:**

An annual report from the state includes individual school and student results, district performance results, and overall state performance comparisons. A parent and school report provides a thorough item analysis in all content areas. The item analysis illustrates the points of emphasis on the particular content area and the standards and benchmarks it addresses for the specific content. This is crucial information for the teachers to determine if their instruction is addressing these target areas adequately.

Teachers receive assessment results before the school year begins so they can interpret the data, and appropriately prepare for student growth. Class results are shared to gauge how the school performed in relationship to the state and other schools in the district. Discussion of teacher results creates a peer expectation of achievement and allows colleagues to collaborate on instructional strategies that are successful.

A spreadsheet listing statistics for the four identified categories used by the Public Education Department, and the individual student rankings is received by each teacher. We can then identify children's needs in each category, providing them with research based curriculum, relevant instruction, and the opportunity for academic growth. This strategy is the key in our ability to raise scores each year.

Our district is currently using NWEA's MAP (Measurement of Academic Progress) test as our formative assessment tool, three times a year. The MAPs is a web-based system providing immediate feedback allowing teachers to see where students are in math, reading and language arts. It provides excellent visuals that illustrate the student's academic progress. This test follows the same criteria breakdown as the NMSBA, as both tests are aligned to the New Mexico Standards and Benchmarks, validating the accuracy of the data. Data is then shared with the parents and student at parent conferences held three times a year.

3. **Communicating Assessment Results:**

Communication of assessment results allows the school the opportunity to celebrate its achievements by sharing assessment data supporting the claims the school is high improving. Moreover, it is crucial that the data be interpreted clearly so the achievement results are understood by parents. Only then can parents begin to see the quality instruction their child is receiving and its results in solid academic growth. This reaffirms their belief and support for the teacher and the school. Enlisting parent participation in their child's education at home becomes an easier task. Communicating the areas of emphasis, in our case math and reading, the teacher can provide guidance through suggestions and materials parents can use in the home.

Families receive a "welcome back" letter from the school administrator that gives them a general explanation of our school's assessment results and our AYP designation. Included is a year-by-year comparison of test scores as a school and by grade level to highlight the gains our children are making. At the parent conference in September, parents receive the Public Education Department's parent report for grades three through five. This report contains the student's results from the NMSBA from the previous spring. The teacher goes over the testing results explaining the graphs, item analysis, and proficiency levels of the student. At this point, instructional goals are set with the parent, student and teacher in math and reading for the upcoming year.

Assessment information is also sent monthly in the school newsletter if applicable. The school district releases testing information to the local media outlets. We maintain an open door policy, and the school is always willing to share their successes.

Classroom are visited the first week of school to discuss expectations, explain our testing results with our students, and to express the administrator's gratitude for their hard work and their teacher's hard work.

4. **Sharing Success:**

Each year, as we begin to break down the data required by NCLB that will indicate to us the success of our students, we take a step back and put information into perspective. We know that the data is only one part of what makes a child successful, and so we always make sure to acknowledge the attributes and talents of staff, parents, and students that bring about that success.

There has never been a time when any staff member and the administrator have been unwilling to help a colleague or community member, share information, or welcome someone into our school that is interested in the operations of the school and any information we can provide for them. Most of us, at one time or another have asked others for help, guidance, and/or have seen or read about a great idea we wanted to put into practice. We all must be willing to broaden our thinking, stretch to find new ideas and not be so rigid, narrow, or arrogant to think we can't learn and improve. Therefore, it would be hypocritical not to be willing to share any of the steps we have taken to arrive at this point.

We certainly are under no illusion that we have done as well as we have without the steady hand of our superintendent, the vision and understanding of curriculum provided by our current associate superintendent of learning services, and our Title I/testing coordinator who dissects district assessment data so effectively. Successful organizations are those who put egos aside and collaborate honestly for the benefit of the school and the school district. The bottom line to all of this is the success for all children, not just the children at our school. This ideal is an invitation to share and be open to new ideas.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The school's curriculum consists of the core areas of academics, to include mathematics, reading, language arts, science, and social studies. The school also implements a visual and fine arts program, as well as a health and wellness program, technology program, and a Character Counts program of citizenship.

The Reading program at Harrison Schmitt Elementary makes consideration to the diverse population of the school. All grade levels use an adopted curriculum as the foundation for instruction published by Houghton Mifflin, and supplement the reading program with a variety of resources, while incorporating spelling and grammar into daily lessons. These resources include, from kindergarten to the fifth grade, Saxon Phonics, Daily Oral Language, SRA programs, Writer's Workshop, The Writer's Desk, grade appropriate novels, and teacher made materials relevant to the lessons. The New Mexico Standards and Benchmarks are used daily as relevant learning is put into place.

The Math program went through a change a year ago. Up until the 2007-2008 school year, the majority of the teachers were teaching Saxon Mathematics, and supplementing instruction with a rigorous program that included the Four Square Method and Writing in Mathematics. In 2007, the district adopted Scott Foresman's Mathematics program to be used district-wide. This assisted the district in addressing a district alignment, and a high rate of student mobility. Teachers, lead by the school administrator, chose to spend 75 minutes a day on mathematics. Teachers at Harrison Schmitt maintained their high level of commitment to the motivation and engagement of their students, and transferred it to the new program, maintaining the supplemental programs that provided previous successes.

The Science and Social Studies programs are built on the state approved curriculum of Houghton Mifflin, and Harcourt Brace. All lessons, taught 30-45 minutes a day, are supplemented, and fourth graders receive instruction in the rich history of New Mexico. Lessons are often incorporated into the reading and language arts lessons, and supplemented by the fine arts program, exploratory programs, and field trips. Although the state, as per NCLB, does not require data for growth in these two areas, the teachers at Harrison Schmitt Elementary do not lessen their criteria for student engagement and success. The state standards and benchmarks for these two areas are addressed and students receive a curriculum that motivates them, and provides them with a sense of accomplishment.

The Health and Wellness curriculum is addressed by the physical education instructor and the school nurse. Students spend thirty minutes twice a week in PE, where units revolve around physical activity, conditioning, diet, and wellness. As with all curriculums, the standards and benchmarks for each grade level are addressed, and students build on foundation with each passing year. The school nurse provides instruction to students regarding the sexuality performance standards, Acquired Immune Deficiency Syndrome, and Human Immunodeficiency Virus (as per the NM Administrative Code). This instruction is done by rotating time throughout the grades so that each classroom receives quality instruction that is age appropriate.

The technology program allows students the opportunity to sharpen their 21st century skills, and is often a supplement to the many other programs in the school. The school is involved in many web-based and school-based programs, and students spend at least thirty minutes a week demonstrating their skills on the computer.

Finally, each student at the school becomes interested in citizenship through the Character Counts program. This national program provides students with the motivation to become an active and accomplished member of the school community. The program's curriculum is taught at every grade level, and students are awarded

and recognized for their commitment on a weekly basis.

2a. **(Elementary Schools) Reading:**

We take an eclectic approach to the implementation of a reading program in order to meet the needs of the diverse student population. We begin with a focused phonics approach in the early grades that builds decoding skills, and provides foundation for increased vocabulary. This approach is supplemented with the study of high frequency words which are emphasized daily. The building and study of vocabulary is a constant at all grade levels. Our teachers use Tier II words with "kid friendly" definitions and illustrations to imprint meaning and understanding to these words. Students answer open-ended questions and use complete sentences daily at grade level appropriateness. It is important that students begin to development and improve their fluency in reading, therefore students are read to, as well as read orally and silently on a daily basis. The systematic approaches of the five components of reading (phonological, awareness, phonics, vocabulary, fluency and comprehension) are taught from kindergarten through fifth grade.

As always, parent involvement is encouraged and needed to reinforce what is being taught and to provide additional practice in reading. We ask that parents read to their children, and that children be given time at home to read for the pleasure of reading. It is important that parents follow through to model the importance of learning for their child.

As students transition into second and third grade they should begin developing reading strategies using context clues, use of synonyms to develop reading, listening and speaking vocabulary. All of this is designed to enhance reading skills. Our students also begin to understand the elements of stories: setting, characters, problem/solution, character traits, sequencing, cause and effect, fact and opinion. Our entire reading curriculum is supported by Saxon Phonics, Zoo Phonics and the Houghton Mifflin Basal series in all grades.

2b. **(Secondary Schools) English:**

This question is for secondary schools only

3. **Additional Curriculum Area:**

It is required that every teacher in our school spends a minimum of seventy-five minutes a day teaching math. Most teachers, third grade though fifth, maintain a two-hour math block throughout the school year.

Initially, the math block begins with daily games using facts in addition, subtraction, multiplication, and division. These activities start the day off with motivation and excitement. Next, students take a daily timed test over the area of computation on which they are currently working. Our teachers then introduce a problem of the day, which is solved using "The Four Square Method". This method involves reading the problem, finding the question being asked, writing it down, using pictures, graphs, or numbers to demonstrate the story being told, showing the computation(s) used to find the solutions, and labeling the answer. The last square is used to explain every procedure they employed to calculate their answer. This process has been very successful and is used in kindergarten through fifth grade. The development of critical thinking skills will become a tool used throughout their lives.

The math curriculum used from kindergarten to fifth grade is Scott Foresman's Mathematics. The curriculum is required by the district, and was the result of a year long study and evaluation done by a district committee with representatives from all grade levels and all schools. The curriculum is state approved, aligning itself to the state standards and benchmarks, and allows teachers a variety of teaching strategies.

The Accelerated Math Program is also used. The program helps teachers individualize a program for each student in the classroom. This benefits students who need help and extra time as well as the advanced students, by allowing them to proceed at their own pace.

Using all types of teaching techniques and procedures, our teachers are able to reach all learners with dedication, commitment, and enthusiasm.

4. **Instructional Methods:**

The two subgroups identified by the state at our school are Special Education students, and English Language Learners. Each group reflects approximately four percent of our school population. ELL students are serviced through a pullout program with an instructional aide. The aide provides individualized or small group instruction. The curriculum focuses on all of the basic skills of language arts and reading with an emphasis on letter recognition, letter sounds, blends, site words, vocabulary, phraseology, sentence construction and reading. The students also receive instruction in mathematics and test prep through guided independent practice.

Our special education program varies in its delivery of services. Three resource teachers are part of our Academic Support Center and provide instruction guided by the student's IEP goals. The Academic Support Center allows us to provide a level of instruction that is appropriate for the student. Students receiving this instruction have a higher level of success, and are more likely to move to the mainstream. Using this as a basis for our model of inclusion, students who are able to remain in the regular education classroom and succeed with accommodations, do so. Those students, who need additional assistance, are accommodated in the resource room through small group instruction and differentiated lessons.

An additional program at the school, providing assistance to students who qualify, is the Title I program. We have three Title I teachers whose primary focus is to support students in reading, writing, and math through math vocabulary and writing in math. This is primarily a pullout program for students in grades one through five. The Title I teachers also work with the classroom teachers on projects or units that include poetry, letter writing, and short stories. Title I funds also allow us to have an after school program for students who need the additional help.

5. **Professional Development:**

Over the last four years, based on a needs analysis, our school targeted three areas of professional development. Math was our first area of emphasis because of the immediate need to improve on the New Mexico Standards Based Assessment. The second focus was in writing to support our reading. This was important because although our reading scores were respectable and well above state averages we knew we needed an added push. The third focus area was to improve discipline and parent communication.

Initially our math in-services dealt with writing in mathematics and understanding the process standards and content standards, while finding standards based resources to assist faculty. The focus, based on the math standards, was that the students understand numerical concepts and mathematical operation. An additional focus involved the algebra stand of concepts and application. More recent professional development has been based on an item analysis of the NMSBA, where benchmarks and strategies are studied and suggestions for implementation are derived.

In reading, a strong emphasis in our professional development involved the writing and speaking for expression strand and the effective communication strand. The performance standards under benchmark 11-B "applying grammatical and language convention to communicate" were discussed. We had faculty

presentations on the "Six trait" writing process, "Read, Write Strategies for Writing" and curriculum matrix alignment to the standards and benchmarks.

The third prong of our professional development was behavior management for students. A follow up presentation dealt with difficult parents and improving parent communication. Although there isn't any state standard for this area, it is essential to provide strategies to teachers so they may have well-managed classrooms in order to deliver quality instruction. Parent communication has also improved discipline and solidified the positive relationship between the families and the school.

6. **School Leadership:**

The leadership style of the school administrator is based on a common sense, traditional approach. With a student enrollment of approximately 550 and a staff of seventy, the principal must be decisive, expedient, firm, and compassionate concurrently. Successful leaders give direction that will be followed, despite any initial resistance. A combination of natural talent plus training, experience, and exposure to different work environments contribute to the evolution of a good leader. Other qualities a person must have to lead successfully are compassion, goal-orientation, competitiveness, honesty, trustworthiness, and perception. Using these qualities coupled with the willingness to listen and accept positive staff input fosters a trusting relationship in the school.

Student and staff interaction are the most essential aspect of being a principal. The leader's daily motivation is the passion and love for the students and the desire for their success. It is important that the principal is always visible and engaged. In modeling these behaviors, the goal is to build a sense of community that is felt by the students, staff, and parents every day.

Four years ago, as the criterion-referenced test became a reality; teachers were challenged to realize their own accountability, not accept mediocrity in the classroom or poor results on test scores. Honest communication and a clear understanding of leadership expectations provided the teachers direction and motivated them to improve. The pay off is that achievement scores improved significantly over the last four years.

Finally, the principal has an obligation to hire tough, so that managing is easier. Developing in-depth interview questions that challenge the prospective candidates will illuminate strengths and weaknesses in the interview. Over the last four years outstanding people have been hired that have contributed to our success. Honest and open evaluation of all staff will guarantee that leadership expectations and the vision for the school stay in tact.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: NM Standards

Edition/Publication Year: 2005/2008 Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Proficient/Advanced	58	54	85	36	0
Advanced	6	6	19	0	0
Number of students tested	89	78	130	81	0
Percent of total students tested	100	99	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	47	50	64	29	0
Advanced	5	7	0	0	0
Number of students tested	62	46	14	49	0
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advance	49	53	80	57	0
Advanced	0	0	12	2	0
Number of students tested	51	45	25	42	0
3. (specify subgroup): White					
Proficient/Advance	71	58	88	81	0
Advanced	14	16	18	5	0
Number of students tested	37	31	83	37	0
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Data is not available for the 2003-2004. The state required districts to test in the fourth grade, and students at this grade level were not tested.

Subject: Reading Grade: 3 Test: NM Standards Based Assessment

Edition/Publication Year: 2005/2008 Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Proficient/Advanced	81	73	82	69	0
Advanced	24	6	18	4	0
Number of students tested	89	78	130	81	0
Percent of total students tested	100	99	100	99	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	79	65	64	67	0
Advanced	16	4	0	2	0
Number of students tested	62	46	14	49	0
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	81	71	72	57	0
Advanced	16	2	24	2	0
Number of students tested	51	45	25	42	0
3. (specify subgroup): White					
Proficient/Advanced	81	80	84	81	0
Advanced	35	13	13	3	0
Number of students tested	37	31	83	37	0
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Data is not available for the 2003-2004. The state required districts to test in the fourth grade, and students at this grade level were not tested

Subject: Mathematics Grade: 4 Test: NM Standards Based Assessment

Edition/Publication Year: 2005-2008 Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	64	77	77	45	71
Advanced	15	19	30	4	16
Number of students tested	84	88	138	91	98
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	58	74	44	35	67
Advanced	11	15	17	2	11
Number of students tested	53	53	18	58	66
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	65	72	75	42	62
Advanced11	11	15	33	4	12
Number of students tested	46	54	24	48	60
3. (specify subgroup): White					
Proficient/Advanced	63	84	77	50	87
Advanced	18	29	30	5	24
Number of students tested	33	31	97	40	38
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 4 Test: NM Standards Based Assessment

Edition/Publication Year: 2005/2008 Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	65	60	91	63	60
Advanced	17	14	39	11	12
Number of students tested	84	88	138	92	98
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	57	53	89	54	48
Advanced	6	9	17	5	8
Number of students tested	53	53	18	59	66
2. Racial/Ethnic Group (specify subgroup): Hispancic					
Proficient/Advanced	65	48	92	56	50
Advanced	11	7	29	10	12
Number of students tested	46	54	24	48	60
3. (specify subgroup): White					
Proficient/Advanced	63	77	93	73	76
Advanced	24	26	40	12	13
Number of students tested	33	31	97	41	38
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 5 Test: NM Standards Based Assessment

Edition/Publication Year: 2005/2008 Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Proficient/Advanced	61	57	73	16	0
Advanced	16	14	20	1	0
Number of students tested	86	72	139	95	0
Percent of total students tested	100	100	100	99	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	51	52		7	0
Advanced	12	7		2	0
Number of students tested	51	44	6	61	0
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	53	42	52	9	0
Advanced	13	8	14	0	0
Number of students tested	53	38	29	59	0
3. (specify subgroup): White					
Proficient/Advanced	75	74	78	28	0
Advanced	23	21	22	3	0
Number of students tested	31	34	95	36	0
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Data is not available for the 2003-2004. The state required districts to test in the fourth grade, and students at this grade level were not tested.

Subject: Reading Grade: 5 Test: NM Standards Based Assessment

Edition/Publication Year: 2005-2008 Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Proficient/Advanced	72	78	86	54	0
Advanced	20	24	37	13	0
Number of students tested	86	72	139	95	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	69	75		43	0
Advanced	16	21		8	0
Number of students tested	51	44	6	61	0
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced	64	71	76	46	0
Advanced	17	18	24	12	0
Number of students tested	53	38	29	59	0
3. (specify subgroup): White					
Proficient/Advanced	84	85	90	67	0
Advanced	23	29	43	14	0
Number of students tested	31	34	95	36	0
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Data is not available for the 2003-2004. The state required districts to test in the fourth grade, and students at this grade level were not tested.

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